

THE IMPLEMENTATION OF CHARACTER EDUCATION ON CIVICS EDUCATION SUBJECT AT JUNIOR HIGH SCHOOL OF UPI

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ABSTRACT

Civic education is one of the subjects as important thing to develop the student's character. However in generally, the subject of civic education has not been maximally in running the role because the process that occurs in learning process. Civic education is still oriented to cognitive achievement only. The problem needs to overcome and makes modifications in civic education learning, one of them is strengthening of character education in Civic education learning. Junior High School Labschool of Indonesia Education University appears that the teachers of civic education have tried to strengthen character education learning process and gave the students basic from character education training obtained, and then school of labschool is a model school to apply character education in learning process. Therefore, the researcher conducts background of research on strengthening character education in learning civic education in the school. This research uses qualitative approach with case study method. Data collection is done through interview and observation techniques. The findings of this research are the strengthening of character education at the learning planning stage. Civic education at Junior High School Labschool has been done well, although there are some components that should be developed, that is planning in material development and evaluation technique, and also implementation of religious character values, cooperation, independent, integrity and nationalism have been implemented in Junior High School Labschool of Indonesia Education University.

KEYWORDS: Implementation, Character Education & Civic Education

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INTRODUCTION

Nowdays, Indonesia is still faced with the problem of moral degradation in all life of nation and state. Starting from the crisis character of the nation's children are down, therefore, causing a sense of limitations on the condition of the children's character (noble values) of the nation that increasingly destroyed, until now has collapsed. The collapse of the nation's good character has followed the catastrophic disaster, the widespread devastation to the educational, sociocultural, humanitarian and religious spheres, inevitably ruined by life and joints. One of the problems of the nation that occurs today that very worrying is the collapse of the values of character (morals) among learners such as discipline, responsibility and the other.

The good character that must be have by a person is clearly implicit in the opinion

The opinion that said (Budimasyah, 2010 p.33) gives the message that a conscience which in this case is a good character of an individual or a citizen is an important thing that must be owned because when the conscience is still present in the citizens then there is no need for a constitution, a law, a court to guard it. Conversely, if the conscience has vanished in the individual then there will be no constitution, law or court that can save.

Educational institutions are the forms of moral values, character and behavior of learners are civilized and dignified. Moreover, teachers of Religion and teachers of Civics Education will be the target of the spearhead and hope of changing the character of learners. As educators and teachers have been accused of failing to form the characters (noble values) of learners, even though appear blasphemy from people who are not responsible.

In school, character education is a well-planned step for the personal formation of learners to know, to care, and to integrate good values in school learning in every aspect of school. These good values must involve the cognitive, affective, and psychomotor aspects that will be useful to the student's life in the future. In its implementation, character education requires the support of various parties, not only from teachers / lecturers / teachers and education providers, but also the families and communities surrounding the students to create a synergic community circle and produce a civil society order.

In the implementation of character education in schools, there are two subjects that can directly implement it on teaching materials related to the development of character and noble character, namely religious education and Civics. In addition to these two lessons, other lessons are more on the internalization of values in everyday behavior through the learning process (teaching and learning activities and assessment).

Character education has been contained in the 1945 Constitution, which has a national development mission to position character education as the first mission of eight missions to realize the vision of national development, as contained in the draft of long term development of the National Year 2005-2025 (Law of Republic of Indonesia number 17 years 2007), namely "... the formation of a nation character that is strong, competitive, noble and moral based on Pancasila, which is painted with the character and behavior of people and people of Indonesia are diverse, faithful and devoted to God Almighty, noble,, mutual cooperation, spirited patriotic, dynamic, and science-oriented "(Depdiknas.2003)

Civic education has a mission to make students as intelligent, democratic and religious Indonesian citizens. It needs to be done consistently in order to be able to preserve and develop the ideals of democracy and responsible for trying to build the nation's life (Zuriah, 2008: 150). Thus, Civics has a strategic position in developing the character of students and has dimensions that can not be separated from the aspect of character formation and morality of citizens (Samsuri, 2011: 20). Civic education is a subject that has a major development focus in the formation of student characters other than religious education which also has priority

On the other hand, educational practices in schools that tend to focus on the development of cognitive aspects (hard skills) and slightly ignore the affective aspects (soft skills) as a key element in building the character of learners, making positive values of education has not been optimally achieved, such as the lack of character education is also seen among teenagers who are very concerned, it can be associated with the current situation in our country at this time, the problem of kararter among teenagers is very worrisome. For example, Samarinda in 2013 of 37 types of crime collected by samarinda police, 12 of them were conducted by teenagers. the crimes include rape, adultery, obscenity, minor and severe abuse, beatings, theft, and carrying girls' offspring (<https://www.wonosobozone.com/angka-kenakalan-remaja-meningkat-20/April, 12th 2017>).

The government's attention to the problem of charter can also be seen from the preparation of the Grand Design of character education in 2010. The Grand Design the government outlines the values of charter that students must possess and the strategy of implementing the charter education. There are four pillars in the Grand Design that can be used as a place to plant the values of charter, which is learning activities in integrated classes in every subject, daily activities in the

form of school culture, and non activity. Curricular or extracurricular, as well as daily activities at home and in society.

Researchers consider teaching and learning activities in the classroom is a core activity undertaken in the School therefore the application of integrated character education in each subject is one aspect that should get special attention. Teaching and learning activities in each subject can integrate the values of the character to be achieved at each stage, namely planning, implementation, and evaluation, as well as in Civic Education, especially in this case the role of Civics subject is Leading Sector of education of the character.

Based on the objectives can be understood that learning Civics is a learning full loaded with the values of charter. However, the problems we often get in the field is the practice of education in learning Civics that took place in class at this time is only limited to education oriented on the achievement of cognitive or knowledge only.

Chartered education aims to develop the values that form the nation's character pancasila, include: 1. Developing the potential of learners to be good hearted man, well thought, good behavior, 2. Building a nation that berkarater Pancasila, 3. developing the potential of citizens to have confidence, pride of nation and country, and love of mankind. It goes according to "Josephson" that the issue of teenager character is about. Character refers to aspects of personality learned through experience, through training, or through a socialization process.

This is in line with the opinion of (Suryadi.2012) which explains that: The main cause of moral and character crises among learners, graduates, educators, even educational educators, is the occurrence of dichotomization, namely the explicit separation of education intellectual property on the one hand and character value education on the other.

Character education becomes the leading solution in overcoming the nation's problems. As mandated by our first president Ir Soekarno (Manullang, 2013) "this nation must be built by prioritizing character building. Because of this character building that will make the nation of Indonesia into a great nation, advanced and glorious and dignified"

Junior High School as part of a national education system is required to develop the character of its learners through various activities of habituation, exemplary, and conditioning the atmosphere of religious and harmonious in doing positive action. Trying and committed to always do any kind of goodness and feel hate, guilty when making mistakes or ugliness.

Some of the cases that have been described the general character of the students in junior high school, unlike those in Junior High School Labschool, the learners are consistently and responsible in guarding the character education implementasi in accordance with the vision and mission of the school's which is one of the schools in the implementation strengthening character education

Some research results on the implementation of character education in universities as conducted by Jogiyanto (2011 and (Azzet&Muhaimin:2011). The studies stated that character education has been implemented based on the provisions and implementation principles although there are still some shortcomings, such as the implementation of which is merely administrative demands, lack of support facilities and infrastructure, and the lack of awareness of teachers in integrating character education in learning. Based on this, the researcher wants to study about the implementation of character education in learning in the basic university with the expectation of character education has been implemented based on the principles and provisions that have been determined.

DETAILS EXPERIMENTAL

This research use case study method. This study is intended to express and understand the facts that occur on the

ground as it is intensive, profound, detailed, and comprehensive, so as to provide a detailed picture of the background, characteristics and typical characters of the case, which then from the above characteristics will be made public (Nazir, 2007: 65).

Borg & Gall (2003, p451) said that "Researchers generally do case studies for a phenomenon, to develop possible explanations of it, or to evaluate the phenomenon". In each approach, the researcher conducts a case study and makes an evaluative assessment. The selected method is a case study method whose purpose is to describe, develop and evaluate on the essential issues of curriculum implementation to build the character of learners in Junior High School Labschool of Indonesia Education University.

This is in line with Creswell (1998: 61), that "a case study is an exploration of bounded systems or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context" meaning that this case method is an exploration of a restricted system, or a case (some cases) that occur over a long period through in-depth and detailed data collection, which includes various sources of information that are closely related to the context, but this study is a Study Preliminary.

This research was conducted to answer the questions and discuss the problems about the implementation of character education of learners that took place in Junior High School Labschool of Indonesia Education University. The scope of the study is broad enough that the researchers limit from deductive research into inductive research involving various attempts to assess the implementation of character education of learners in Junior High School Labschool of Indonesia Education University. To reveal the phenomenon of the incident that took place in Junior High School Labschool of Indonesia Education University, the researcher as the key instrument must go directly to the field to involve themselves in order to understand the meaning specifically in the researcher's interaction with the respondent, so it is easy to correct the mistake and straighten the understanding of the respondent's understanding of the question submitted, and deeply observed the processes, circumstances, conditions, behaviors that arise from each learner and schoolchild while they are in the school environment.

In accordance with it is expected that research conducted by the author can comprehensively reveal the facts about the implementation of character education in learning Citizenship Education at Junior High School Labschool of Indonesia Education University. The subjects in this research are the subjects of Civic Education, the students, and other parties related to the teaching and learning activities in the classroom Research "Implementation of character education in Civic Education learning" will be held at Junior High School Labschool of Indonesia Education University

RESULTS AND DISCUSSIONS

In the discussion section of the research results will be described on the results of critical analysis of the data that have been successfully collected through various methods. The data collected will be compared with the various theories relating to the character education indicator that has been studied.

According to (Alwi:2002), Character is "Psychic traits, morality or character that distinguishes someone from others". Meanwhile, according to Coon (Zubaedi, 2011: 8), Character as "A subjective judgment on a person's personality related to personality attributes that can or can not be accepted by society". The character will form the motivation with the methods and processes of dignity. Good characters include care and action based on ethical values, and include the cognitive, emotional, and behavioral aspects of moral life (Asmani, 2011: 27).

According to Ki Hajar Dewantara realize the need for character education early on, Taman Siswa education philosophy which later became the education philosophy of Indonesia namely; Ing Ngarso sung Tulodo, ing Madyo mangun Karso, Tut wuri Handayani which made the character structure that must be developed in the education system of Indonesia. Ing Ngarso Sung Tulodo means that when becoming a leader, Indonesian people should be role models for others. Every educated human must be a leader and an exemplary giver, in order to take on the role of a person of good character. Ing Madyo Mangun Karso, provides benefits. Tut Wuri Handayani, giving spirit.

Lickona (2013: 32) defines that "character is the nature of a person in responding to the situation morally. Nature is manifested in real action through good, honest, responsible, respectful behavior of other people and other noble characters".

Based on the grand design of character education in 2010 described that in the school environment there are four pillars that can be used as a container for the planting of character values. Among the four containers is one of them is through teaching and learning activities in the classroom that is through strengthening in every learning from the planning, implementation, closing or evaluation.

Similarly, it has been submitted that learning activities in each subject can integrate the character values to be achieved at each stage, ie planning, implementation and evaluation, including in civic education, especially in this case the basic role of civic education is very important in character education. argued that character education is one way of preventing strategies related to school-based violence (Miller:2005).

Planning Stage

At the planning stage is the first step that must be done by the teacher before going to the class give the learning to the students when a teacher has been able to make good planning about things that will be done during classroom lesson to enable the realization of a better learning objectives.

Based on the explanation of the results of interviews and observations on teachers above it can be seen that in learning character must be by applying methods of learning that can improve students' activity in learning.

The importance of learning planning is explained in the opinion of (Stiglitz&Joseph:2002) Based on that opinion it can be seen that the teaching that has been done without written planning will affect less effective learning, it is similar that has been conveyed in hold interview to subject teachers of State Education at at Junior High School Labschool of Indonesia Education University that "In the planning phase of learning character education is contained in syllabus and lesson plan developed that is the addition of character education in each stage of learning, where the type of character set to be achieved in the standard Competence and basic competence. Through the process can be drawing material related to character education such as material taught to students about the system Political methods used are first question and answer first, then the discussion in the classroom or outside the classroom, and obeservasi related field of political system.

In the study of strengthening character education on learning Civic Education, researchers also use observation techniques, in the planning stage before the teacher entered the class melaksanakan learning preparing syllabus and lesson study, the researchers see that the design of learning has been modified in accordance with learning materials that directly add the type of character who want achieved after the learning activities.

In the planning phase of civic education teacher in character education education, the use of various approach

methods is through discussion, interview, and observation in the field, in accordance with the material to be conveyed.

Implementation Phase

After making a good learning planning by incorporating the concept of character education education, the next activities of teaching and learning in the classroom are divided into three stages of preliminary activities, core and cover. In learning with the strengthening of character education is expected to create student-centered learning and when created such learning is expected to assist in learning in developing the character of students.

Preliminary Activity

Based on the data that researchers get from direct observation and interview researchers know that in the preliminary stage teachers tend to do the same things in every class and meeting. It is done by the teacher is entering on time when the bell sign in class, then the teacher enters by saying greeting, menapa students with friendly, asking the state of the student and attend student attendance. The actions of the teacher at this preliminary stage are included in the character education implementation strategy.

This is in line with the opinions made by (Brannon 2012) strategies that teachers can develop in developing character education one of which is "building supportive and caring relationships in the classroom and throughout the school, creating a conducive learning environment so that children can learn with a sense of fun and make learning activities is not a burden. It will have a profound effect on the achievement of a desired learning goal. "

After preparing the state of the student as well as the state of the teacher class by preparing the material to be studied in accordance with the Standards of Competency and Basic Competency then convey the purpose of learning accompanied by the type of character to be achieved after the learning process

Main Activity

In the core activities of teachers began to deliver learning materials. There are several observers that have been observed related to core activities in learning that is the form and manner of delivering materials, methods, media and learning resources. Researchers see that teachers do well to create active, student-centered learning. The teacher submits the material does not make herself a center that conveys the material in its entirety to the students, but in this case the teacher tries to create active learning centered on the students by giving general description to the students related to the material then to further deepen the teacher direct the students themselves as well as the group digging the complete information from various information related to the learning materials in this case the education of Civic Education.

Further activities that support character learning can also be seen from activities such as "facilitating the interaction between learners with teachers, the environment, and other learning resources, involving learners actively in every learning activity. In addition, teachers also familiarize students with tasks that are individual or group through the task of analyzing learning materials, discussing to solve problems, simulate an event, and create a report task.

This is supported by the opinion cited by Gunawan (2012: 231-233) exploration activities can involve learners in searching broad and deep information about the topic or theme of the material learned by applying the principles of nature, so teachers and learners learn by using various sources, using different forms of learning approaches. Learning media, and other learning resources.

The next step is the confirmation stage at this stage the researcher gets the data that is after directing the students to be independent in deepening a material, giving duty to analyze a matter, discuss in solving a problem, doing direct observation of spaciousness, and pouring it in the form of written report, teacher always give appreciation of the student work report.

The next discussion is related to methods, media, and learning resources. The use of various methods in character learning will be helpful in developing the students' attitudes, because using these learning methods will familiarize the students with the values of the desired characters (Benninga, JS, & Wynne, EA (1997). and observation of researcher get is teacher use lecture method, question and answer, report of task, group discussion, problem solving, and observation From some method used by the teacher able to help develop student character, by giving group assignment indirectly will familiarize interact with others and work together and assist students in taking responsibility for completing group assignments, so applying various methods of learning indirectly will help to develop the character of the students.

Next is character learning supported by media and learning resources. Media and learning resources will be very helpful in creating meaningful learning for students because by using various media and learning resources become more interesting so that students will be actively involved in it. This is in accordance with the opinions of the Association for Educational Communications and Technology (AECT) and Banks (in Komalasari, 2010: 208) the source of the lesson is "everything or power that teachers can use, either separately or in combination, for the benefit of learning teaching with learning goals. Based on these opinions it is clear that the use of various learning resources will be able to improve the effectiveness and efficiency of learning so that goals that cool will be more easily achieved.

In the research data obtained that teachers have used various media and learning resources. The media used are various media and learning resources, while the media used is LED to display slide material, vidio, flm-documentary, images, tools related to the material. While the source of learning used is a variety of textbook subjects citizenship, the Internet, information from various news printed and electronic, people, and the environment.

CLOSING ACTIVITY

Based on the collected data, it can be seen that the closing activities of teachers perform such actions invite the students to conclude the learning materials together, then the teacher also familiarize students to provide assessment of the learning that has been passed, the teacher also always remind students to take moral lessons from every learning that has been done and can be directly applied in real life. The teacher then conveys the next meeting material and closes with greetings. In general, things done by teachers in closing activities have seen an attempt to remind and affirm to the students that after learning there are moral values that can be taken and applied by the students in real life.

This is in accordance with the opinion put forward by Gunawan (2012: 234) that the internalization of values occurs more intensively in closing activities, one of which is "in addition to conclusions related to aspects of knowledge, so that learners are facilitated to make valuable moral lessons derived from the knowledge, skills and / or skills of the learning process that has been passed to acquire knowledge and / or skills in civic education lessons".

Based on observations and interviews with DH, the implementation of character education at SMP Labschool UPI has been programmed and eventually became a culture for the Junior High School students of Labschool UPI. The implementation of character education in SMP Labschool UPI can be explained based on five character values, in the table below.

Table 1: The Value and Description Character Education at Junior High School Labschool of Indonesia Education University

No	Values	Description
1.	Religius	Religious values conducted at Junior High School Labschool of Indonesia Education University are: a. Students are familiarized with a religious teacher-led lesson before the first lesson begins. b. Students are required to follow religious activities such as PECIMAS (Pelajar Cinta Mesjid) which is performed every Thursday. c. Students are required to attend the Dzuhur prayer together. d. Students are required to follow religious activities, such as: Prophet Muhammad SAW.
2.	Integrity	The value of integrity that is done in Junior High School Labschool of Indonesia Education University is that students are required to follow all school rules, as well as discipline in doing so. If students violate school rules or schools, students will be given punishment that is educational and subject to points.
3.	Nasionalis	The nationalist values conducted at Junior High School Labschool of Indonesia Education University are: a. Implement a flag ceremony on Monday. b. Sing the Indonesian national anthem 3 Stanza before the first lesson starts
4.	Independent	Independent value is done in Junior High School Labschool of Indonesia Education University is looking for learning resources independently.
5.	Cooperation	Value gotong-royong done in Junior High School Labschool of Indonesia Education University namely: a. Cleaning the class according to the picket schedule. b. Form a learning group.

From the description above, DH as the vice principal of the student affairs department strives that in the implementation of character education through the learning process, student coaching activities, and school management are always monitored and evaluated for the purpose and application can be monitored well and the obstacles faced can be overcome with right and fast. The five values of strengthening character education in Junior High School Labschool of Indonesia Education University as a form of nation building improvement, as well as a planned step to form personal learners to know, care, and integrate good values in learning both in the school environment, family and community.

In summary based on the previous three studies is character education needs careful planning with the full support of all related elements ie the Higher Education, the family, and the community or the environment so that the character values can animate the learners in every act. In addition, the implementation of full day school requires students to study in higher education longer than other universities. The character according to Prayitno and Manullang (2011: 47) is a relatively stable personal trait in the individual that forms the basis for behavioral performance in high standards and norms. While (Depdiknas, 2011: 8) defines the character as a behavior based on values based on religious norms, culture, law or constitution, customs, and aesthetics.

Based on several opinions concluded that the character is a noble values that exist and adheres to the human self and is used as a basis for doing and determining deeds in relation to others, the environment, and God. Character education is a deliberate process to instill noble values to learners that involves knowledge, feelings, and good behavior that will form the nature and actions that can be used in community life.

CONCLUSIONS

Character education has now been implemented in various universities in Indonesia with various expectations of each nation's character becomes good. This is also done at Junior High School Labschools of Indonesia Education University by applying the five values of character crises namely religious, nationalist, independent, integrity, and mutual help. All these things will be explained in this paper.

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